

FUNDAMENTAL RIGHTS

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I. Statement of Purpose

Fundamental Rights training will provide staff with a foundation for respecting the fundamental rights of the persons we serve. This training will enable staff to:

- Distinguish between the various components surrounding and effecting individual's rights
- Recognize the path fundamental rights has taken throughout the years
- Recognize issues they may run into that will be problems to overcome
- Devise effective methods to address problems
- Recognize sensitive issues surrounding individual's rights

II. Time Frame: 2 hours

III. Methodologies

A variety of methodologies may be used to teach this material, however, this topic lends itself to role playing and active discussions:

1. Role play
2. Active discussion
3. Group exercises with case studies
4. Discussions of personal accomplishments and how they were obtained

IV. Outcomes/Competencies

A. Staff will be able to define Federal and State terms that deal with fundamental right issues

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|----|------------------------------|----|-------------------------------|
| 1. | Federal terms: | 2. | State terms: |
| | Civil rights | | DDA Rights vs. Regulations |
| | Constitutional rights | | Quality Assurance Committee |
| | Advocacy | | Least restrictive Alternative |
| | Federal Legislation | | Confidentiality |
| | Prejudice vs. Discrimination | | Guardianship |
| | | | Informed Consent |

B. Staff will have an understanding of the historical practices surrounding fundamental rights

1. Staff will become familiar with past practices nationally/internationally.
2. Staff will understand the influence of science and religion on the movement.
3. Staff will identify influences of social reform and civil rights.
4. Staff will recognize the effects advocacy groups, educational and legislative reforms have had on the current movement.

C. Staff will be able to identify areas of concern for violating fundamental rights

1. Staff will give examples of current discriminatory practices (include abusive and neglectful.)
2. Discuss the difference between illegal and legal discrimination. Is it fair, is it right, what was happening to you?
3. What effect does discrimination have for you in regards to advancement, happiness, full citizenship, etc. Compare this to the people we provide services to.
4. How do we, as the provider of services, balance the issues surrounding individual vs. agency vs. family vs. DDA vs. community, etc.

D. Staff will be able to identify the avenues to address the issues of violating fundamental rights

1. Staff will be able to recognize when to use legal avenues in addressing violations of fundamental rights: legislative reform, class action suits, etc.
2. Staff will learn the policies and philosophy of the agency in regards to violation of fundamental rights.
 - Specific policies and procedures, DDA regulations
 - Understand agency's standing committee
 - Staff and training for individuals
3. Staff will learn techniques to use to increase self-advocacy and assisting individual's we support to exercise their rights

E. Staff will be able to discuss attitudes and concerns surrounding sensitive issues that protect the individuals' fundamental rights

1. Staff will learn ways to assure that they are protecting the rights of the individuals we support, and not being influenced by their morals, and views
2. Sensitive issues may include the following:
 - Sexuality
 - Family influences
 - Community and personal values
 - Individual rights vs. agency responsibilities, re: safety and welfare
 - Informed consent and guardianship

Resources for Fundamental Rights Training

The Council on Quality and Leadership in Supports for People with Disabilities, *The Council-
Personal Outcome Measures*, contact 410-583-0060

People On The Go of Maryland, “*Know Your Rights*” Booklet, contact (410) 974-6139

TASH Newsletter- Various Articles- www.tash.org

AAMR Newsletter- Various Articles- www.aamr.org

FUNDAMENTAL RIGHTS POST TEST

Name: _____ Date: _____

1. Explain the importance of fundamental rights.

2. List five ways in which fundamental rights maybe violated.

3. List five ways in which we can help the people we serve exercise their rights.

4. When should guardianship be supported? When should we not support guardianship?

5. How do we balance individuals' rights vs. agency responsibilities?

Score/Comments:

Instructor: _____ Date: _____